

Act 48 and Instructional Hours Verification

- ❖ Throughout this presentation, there will be five multiple choice questions for you to answer as the CODE
- ❖ The letters that correspond to the correct answers are needed for the VERIFICATION CODE.
- ❖ EMAIL the VERIFICATION CODE TO pssa@pattanpgh.net by close of business on Friday, January 27, 2012.
 - ❖ Include your name, employer and PPID (if applicable) in the email
 - ❖ In the subject line of the email write: Act 48 or Instructional Hours

Accommodations Guidelines for Students with IEPs and Students with 504 Plans: PSSA and PSSA-M

January 23, 2012

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Lynda Lupp, Diane Simaska, Mark Steciw**

Goals for this Session

Participants will:

- ❖ Examine administration procedures for the PSSA and PSSA-M
- ❖ Explore tools and strategies for choosing accommodations for students with IEPs and 504 Plans
- ❖ Analyze test accommodations appropriate for students with specific disabilities

3

Section Break

Questions???

*Please type your
question in the
chat box.*



Regarding the Keystone Exams

- ❖ The Keystone Exams will not be administered 2011-2012 school year.
- ❖ PDE intends to resume implementation of Keystone Exams in 2012-2013
- ❖ All accommodations allowable for the paper/pencil PSSA tests, are allowable for the paper/pencil Keystone exams.
- ❖ DRC Customer Service: 1-888-551-6935 or email: PAcustomerservice@datarecognitioncorp.com

Student Participation in Assessments

- ❖ The participation of students with disabilities in assessments is assured by the following federal and state laws:
 - Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
 - No Child Left Behind of 2001 (NCLB)
 - Chapters 14 & 4 of the State Board of Education Regulations, Title 22, Education. (Pa Code 14.102 & 4.51)

§ 300.160 Participation in assessments

- b) ***Accommodation guidelines.*** (1) A State (or, in the case of a district-wide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations. (2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must—
- (i) Identify only those accommodations for each assessment that do not invalidate the score; and
 - (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

7

2012 Assessment Calendar

Assessment	Dates	Grade(s)
PSSA Math & Reading	March 12 - 23, 2012	3 - 8, 11
PSSA-M Math & Reading		4 - 8, 11
Math & Reading Make-Ups	March 26 - 30, 2012	As Needed
PSSA Writing	April 16 - 20, 2012	5, 8, 11
PSSA Science	April 23 - 27, 2012	4, 8, 11
PSSA-M Science		8, 11
Writing & Science Make-Ups	April 30 - May 4, 2012	As Needed
PASA Math and Reading	February 13 – March 23, 2012	3 - 8, 11
PASA Science	May 1 – 25, 2012	4, 8, 11
ACCESS for ELLs	January 23 – March 2, 2012	K – 12
NAEP (in selected schools)	January 23 - March 2, 2012	4, 8, 12

Participation for All

❖ PSSA, PSSA-M

- Participate with/without accommodations

❖ PASA

- Participate in the PASA (for students with significant cognitive disabilities).
- Adaptations for students with visual impairments, those who are deaf or hard of hearing, and/or requiring augmentative communication devices-2012 PASA Administrator's Manual:
www.pasaassessment.org

9

Accommodations vs. Modifications

❖ Accommodations are practices that provide equitable access to test items, for example,

- More time than peers to complete tests
- Read-aloud of math and science test items

❖ Modifications are intentional changes that might reduce performance expectations

- Requiring a student to complete fewer test items
- Giving hints or clues to make items less difficult

10

2012 Modified Tests

Available for:

- ❖ Math PSSA-M
- ❖ Reading PSSA-M
- ❖ Science PSSA-M

Not Available for:

- ❖ Writing PSSA

Question #1 Act 48/Instructional Hours

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- a. Individuals with Disabilities Education Improvement Act of 2004
- b. No Child Left Behind of 2001
- c. Chapters 14 & 4 of the State Board of Education Regulations,
- d. All of the above

Answer #1 Act 48/Instructional Hours

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- d. All of the above**

Assessment Accommodations

- ❖ It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA & PSSA-M tests).



Accommodation Categories

- ❖ Presentation
- ❖ Response
- ❖ Setting
- ❖ Timing/scheduling

15

Accommodations for PSSA-M

- ❖ All accommodations that are available for the general PSSA are also available for the PSSA-M (except the Audio CD is not available for the PSSA-M)
- ❖ The IEP Team should continue to consider all four accommodation categories

Accommodations for the PSSA-M

- ❖ Suggestions for administration that may impact accommodations
 - Separate setting
 - Alternating math and reading sections not required
 - Timing/scheduling
 - 2 sections (general test has 3 sections)

Documenting Accommodations in the IEP or 504 Plan

- ❖ Consideration of special factors --
 - Assistive technology devices and services
- ❖ Supplementary aids and services --
 - Aids, services, and other supports
- ❖ Participation in assessments --
 - How will a student participate in state and district-wide assessments

What Doesn't Work?

- ❖ Providing an accommodation that the student does not use on a regular basis in an assessment situation
- ❖ Not getting input from the general education teachers
- ❖ Including every accommodation available on the IEP form, hoping “something” will work

19

Of the Accommodations that Match the Student's Needs, Consider ...

- ❖ The student's willingness to learn to use the accommodations
- ❖ Opportunities to learn how to use the accommodations in classroom settings
- ❖ Conditions for use on state assessments

See Teacher Tool 1



20

Involve Students

- ❖ Involve students in selecting, using, and evaluating accommodations.
- ❖ The more input students have in selecting, the more likely the accommodations will be used.
- ❖ Students should see accommodations as adding value to daily life — not only in school but in postsecondary, career, and the community.

See Teacher Tool 2



21

Questions to Guide Evaluation at the School/District and Student Levels

- ❖ Are students receiving accommodations as documented in the IEP and 504 plans?
- ❖ What is the plan for ensuring students receive documented accommodations?
- ❖ What is the student's perception of how well the accommodation worked?

See Teacher Tool 3



22

Questions to Guide Evaluation at the Student Level

- ❖ What is the student's perception of how well the accommodation worked?
- ❖ What seem to be effective combinations of accommodations?
- ❖ What are the difficulties encountered in the use of accommodations for a student?
- ❖ What are the perceptions of teachers and others?

23

Question #2

Act 48/Instructional Hours

A best practice in choosing accommodations for testing is:

- a. Checking off every accommodation available on the IEP form, hoping “something” will work
- b. Not getting input from the general education teachers
- c. Using the accommodations routinely with the student prior to testing and document successful use
- d. Waiting until testing day to try the accommodations with the student

Answer #2**Act 48/Instructional Hours**

A best practice in choosing accommodations for testing is:

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Assessment Accommodations

- ❖ It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA & PSSA-M).



Other State Assessment Options for Participation

- ❖ Participates in the PSSA-M for math, reading, and/or science
 - This student may participate in general PSSA for some of the subject tests
- ❖ Participates in PASA for math & reading, science
 - This student will participate in a teacher-created alternate assessment for writing
- ❖ Optional participation in reading and writing for 1st year ELL students
- ❖ Parental request for religious exclusion

27

AUDITORY PRESENTATION ACCOMMODATIONS		Standard		Not allowable for PSSA	
				Ethics/ Security	Invalidates score
Human Reader					
Mathematics and science PSSA tests only: a qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Readers should be provided to students on an individual basis. A student should have the option of asking a reader to slow down or repeat text. Due to limited resources it might be necessary to read to a small (not more than 5) group of students.		✓			
All PSSA tests:			✓		
• Reading aloud or signing directions.			✓		
Mathematics PSSA test:			✓		
• Reading aloud or signing test items/questions.			✓		
Reading PSSA test:				✓	✓
• Reading aloud or signing test items/questions.				✓	✓

TABLE 5 *continued*

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advance organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates 	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Repeat questions and responses from classmates regarding directions and procedures • Give interpreter instructional materials in advance

2012 Accommodations Training



Tom Corbett, Governor • Ron Tomalis, Secretary of Education

www.education.state.pa.us

Audio CD for PSSA

- ❖ PSSA Math and Science only
- ❖ Intended for limited number of students who cannot access printed version of PSSA test
- ❖ Student(s) must already receive audio presentation for instruction and assessment
- ❖ Request for approval from PDE must occur.
Documentation **MUST** be submitted to PDE at time of audio test order (see Guidelines for instructions)
- ❖ CDs must be ordered from and returned to DRC

Accommodation Procedures

- ❖ Document, document, document...
- ❖ Provide training
- ❖ Communicate and collaborate with Test Coordinator
- ❖ Map out the logistics
- ❖ Prepare for the implementation of accommodations prior to, during, and after the assessment

31

Prior to Assessment

- ❖ Know the accommodations to be provided
- ❖ Know how to administer them
- ❖ Know where extended-time and read-aloud will take place
- ❖ Use accommodation forms/databases to monitor implementation

32

During the Assessment: Ensure Standardization

- ❖ Standardization: The adherence of uniform administration procedures and conditions during an assessment
- ❖ Strict adherence to guidelines helps to ensure that test results reflect individual student learning
- ❖ The objective of providing assessment accommodations is to make fair comparisons with other students taking the test

33

During the Assessment: Practice Ethical Testing

- ❖ Unethical testing practices are inappropriate interactions between test administrators and students taking tests
 - Coaching student during tests
 - Editing student responses
 - Giving clues in any way
 - Changing the content by paraphrasing or offering additional information



34

During the Assessment: Ensure Test Security

- ❖ Ensure the confidentiality of test questions and answers
- ❖ Maintain test integrity and validity
- ❖ This becomes an issue when accessible test formats are used or when someone other than the student is allowed to see the test

35

After the Assessment

- ❖ Complete the Accommodations Bubble Sheet
- ❖ Permanently delete files
- ❖ Return ALL material
 - Student booklets
 - Alternate test versions
 - Original student work
 - Scratch paper

36

2012 Accommodations Training		pennsylvania <small>DEPARTMENT OF EDUCATION</small> www.education.state.pa.us							
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ACCOMMODATIONS SECTION This section must be completed for assessed students only, if applicable.									
<p>8. Student used the following Presentation Accommodations (mark all that apply, if any):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Math Reading <input type="checkbox"/> Braille format <input type="checkbox"/> Large-print format <input type="checkbox"/> Audio CD format <input type="checkbox"/> Electronic screen reader (PDE must approve the program and all functions) <input type="checkbox"/> Test directions read aloud (mark only for additional procedures; e.g., multiple times, slower presentation) <input type="checkbox"/> Test directions signed, interpreted for ELL, or recorded <input type="checkbox"/> Test items/questions read aloud <input type="checkbox"/> Test items/questions signed, interpreted for ELL, or recorded <input type="checkbox"/> Amplification device <input type="checkbox"/> Magnification device <input type="checkbox"/> Reading windows; reading guides <input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE) </td> <td style="width: 50%; vertical-align: top;"> 9. 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Math Reading <input type="checkbox"/> Hospital/home setting <input type="checkbox"/> Tested in separate setting <input type="checkbox"/> Small group testing <input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE)	10. Student used the following Response Accommodations (mark all that apply, if any): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Math Reading <input type="checkbox"/> Test administrator marked multiple-choice responses at student's direction <input type="checkbox"/> Test administrator scribed open-ended responses at student's direction <input type="checkbox"/> Test administrator transcribed student responses (per Accommodations Guidelines) <input type="checkbox"/> Qualified interpreter translated, transcribed, and/or scribed ELL student responses (per Accommodations Guidelines) <input type="checkbox"/> Typewriter, word processor, or computer (per Accommodations Guidelines) <input type="checkbox"/> Braille/Note taker (per Accommodations Guidelines) <input type="checkbox"/> Augmentative communication device <input type="checkbox"/> Audio recording of student responses (per Accommodations Guidelines) <input type="checkbox"/> Electronic screen reader (PDE must approve the program and all functions) <input type="checkbox"/> Manipulative (Cranmer abacus; number line; or as indicated in Accommodations Guidelines or approved by PDE) <input type="checkbox"/> Translation dictionary for ELL student <input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE) </td> <td style="width: 50%; vertical-align: top;"> 11. Student used the following Timing Accommodations (mark all that apply, if any): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Math Reading <input type="checkbox"/> Extended time <input type="checkbox"/> Reduced time <input type="checkbox"/> Self-paced testing </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE) </td> </tr> </table> </td> </tr> </table>	Math Reading <input type="checkbox"/> Test administrator marked multiple-choice responses at student's direction <input type="checkbox"/> Test administrator scribed open-ended responses at student's direction <input type="checkbox"/> Test administrator transcribed student responses (per Accommodations Guidelines) <input type="checkbox"/> Qualified interpreter translated, transcribed, and/or scribed ELL student responses (per Accommodations Guidelines) <input type="checkbox"/> Typewriter, word processor, or computer (per Accommodations Guidelines) <input type="checkbox"/> Braille/Note taker (per Accommodations Guidelines) <input type="checkbox"/> Augmentative communication device <input type="checkbox"/> Audio recording of student responses (per Accommodations Guidelines) <input type="checkbox"/> Electronic screen reader (PDE must approve the program and all functions) <input type="checkbox"/> Manipulative (Cranmer abacus; number line; or as indicated in Accommodations Guidelines or approved by PDE) <input type="checkbox"/> Translation dictionary for ELL student <input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE)	11. Student used the following Timing Accommodations (mark all that apply, if any): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Math Reading <input type="checkbox"/> Extended time <input type="checkbox"/> Reduced time <input type="checkbox"/> Self-paced testing </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE) </td> </tr> </table>	Math Reading <input type="checkbox"/> Extended time <input type="checkbox"/> Reduced time <input type="checkbox"/> Self-paced testing	<input type="checkbox"/> Other (as indicated in Accommodations Guidelines or approved by PDE)				
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<h2 style="margin: 0;">Question #3</h2>	<h2 style="margin: 0;">Act 48/Instructional Hours</h2> <p style="margin-top: 20px;">Accommodations categories include:</p> <ol style="list-style-type: none"> a. Presentation, response, setting and timing b. Presentation, response and reinforcement c. Presentation, setting and electronic readers d. None of the above 	

Answer #3

Act 48/Instructional Hours

Accommodations categories include:

- a. Presentation, response, setting and timing
- b. Presentation, response and reinforcement
- c. Presentation, setting and electronic readers
- d. None of the above**

Section Break

Questions???

*Please type your
question in the
chat box.*



Auditory Accommodations for Students Who Are Deaf/Hard of Hearing

Hearing Impaired/Deafness Defined

❖ Student Definitions

- Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."
- Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."
- Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech.

Review of Auditory Accommodations

❖ Auditory Accommodations

- Amplification and/or assistive listening devices
- Oral communication includes speech, speechreading and the use of residual hearing and/or Manual communication involves signs and fingerspelling.

Student Characteristics

❖ Communication

- Oral
- Sign language
- Amplification
- Degree/configuration of hearing loss
- Impact upon education

Standard Allowable Accommodations

- ❖ Sign language
- ❖ Assistive listening devices
- ❖ Hearing aids
- ❖ Extended time



45

Sign Language



- ❖ A qualified educational interpreter needs to translate accurately in the student's preferred mode of communication.
- ❖ If the test is not administered one-on-one, no more than 5 students may be grouped together using the same test form.

46

Sign Language

- ❖ An interpreter may have access to the test form 3 days prior to administration.
- ❖ An interpreter may only access the test in a secure setting.
 - The assessment and preparation notes may not leave the building.
- ❖ An interpreter is required to sign a confidentiality agreement when viewing the test ahead of time.

47

Sign Language

- ❖ The following sections of the PSSA are allowed to be signed
 - Directions for all tests
 - Math items/questions
 - Writing prompts
 - Science items/questions/answer choices

48

Sign Language

- ❖ The following sections of the PSSA are **NOT** allowed to be signed
 - Reading passages, multiple-choice questions, and answer choices
 - Introductory section to the reading passage
 - Writing multiple-choice passages, questions, and answer choices

49

Sign Language Message Delivery

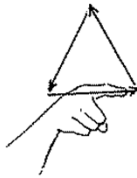
- ❖ All test items must be signed as they are written, except when doing so would reveal an answer to a test question.
- ❖ Interpreters may not paraphrase, clarify, elaborate, or provide assistance with the meanings of words, intents of test questions, or responses to test items.

50

Sign Language Message Delivery

[T-275]

TRIANGLE (trī' āng' gəl), *n.* (The shape.) The index finger traces a triangle in the air. Both index fingers may also be used.



Sign Language Message Delivery

Math: Grade 5 E.2.1.2

46. Steve's phone book listed the following area codes for his friends.

Steve's Friends: Name and Area Code

Han 916	Rosa 831
Ji 209	Tito 916
Liang 908	Wally 831
Matt 209	Zoe 209
Paula 805	

What is the **mode** of the area codes?

- A 209 *
- B 805
- C 831
- D 916

Assistive Listening Devices



- ❖ Students may use amplification devices in addition to their hearing aids (the same equipment used during instruction time).

Notes:

- ✓ Provide fresh batteries when testing.
- ✓ Reduce ambient noise.

53

Extended Time



- ❖ Students who are deaf or hard of hearing may need more time than the rest of the regular education testing group (allowable accommodation).
- ❖ English may be the second language for some students so they may require additional time to read and comprehend the meaning of each question.

54

Extended Time

- ❖ Decisions should be made on a case-by-case basis prior to the administration of the assessments.
 - Avoid disruption
- ❖ Students may move to an *extended time area*.
- ❖ There must be sufficient time to complete a section prior to the end of the school day.

55

Extended Time

- ❖ Test sections must be administered in sequence.
- ❖ Students should have extended time as long as they are working productively.

56

Question #4

Act 48/Instructional Hours

One unethical testing practice by test administrators is:

- a. Using sign language for interpreting test directions
- b. Changing the content by paraphrasing or offering additional information
- c. Using electronic readers with PDE permission
- d. Transcribing student responses into a scannable test booklet

Answer #4

Act 48/Instructional Hours

One unethical testing practice by test administrators is:

- a. Using sign language for interpreting test directions
- b. Changing the content by paraphrasing or offering additional information**
- c. Using electronic readers with PDE permission
- d. Transcribing student responses into a scannable test booklet

Assessment Accommodations

- ❖ It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA & PSSA-M).



59

Section Break

Questions???

Please type your question in the chat box.



Accommodations for Students with Visual Impairments

Review of Accommodations for Students with Visual Impairments (VI)

- ❖ Student Characteristics
- ❖ Accommodations vs. Modifications
- ❖ What's new (new items are in red and italicized)

Student Characteristics

- ❖ Student characteristics
 - Low incidence/heterogeneous population
 - Visual impairment
 - Blind
 - Low vision
- ❖ Access to instructional materials and testing
 - Visual access (print/pictures)
 - Auditory access
 - Tactual access (braille/graphics)
 - Combination of access and/or accommodations

Key Concepts when Considering Accommodations for Students with VI

- ❖ Many students with visual impairments need accommodations to access instructional and testing materials.
- ❖ Guard against over accommodating and recognizing that when changes to the content or level of expectation occur, it may become a modification rather than an accommodation.
- ❖ Accommodations “level the playing field.”

Specialized Test Formats

- ❖ Braille
- ❖ Enlarged print
- ❖ Must be ordered from DRC

Data Recognition Corporation

pacustomerservice@datarecognitioncorp.com

1.800.451.7849

- ❖ Order forms are included with testing materials for last minute orders
- ❖ LEAs should contact PDE @ 1-717-787-4234 if a student requires braille or print larger than 18 point type for a specific section of text

Braille PSSA Item Samplers

- ❖ Specific grade-level PSSA Item Samplers available in contracted braille
- ❖ Based on 2011 DRC report of students who took the PSSA in braille format, next grade level braille PSSA Item Samplers will be mailed to IU or LEA

Braille PSSA Item Samplers

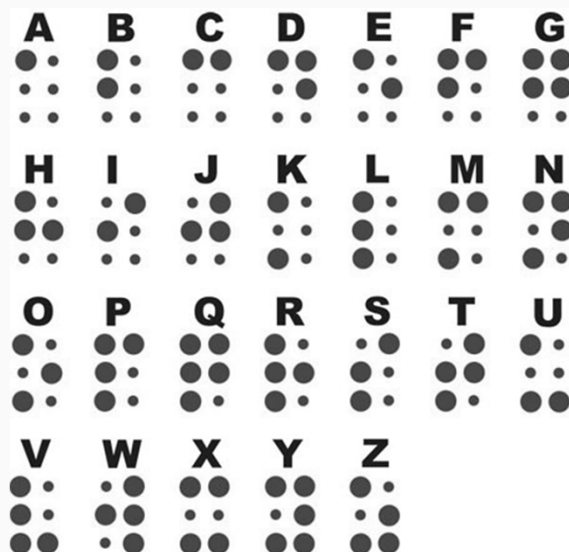
- ❖ PSSA Item Samplers in braille for newly enrolled students and/or current third grade students need to be ordered by contacting Ms. Cathy Nadberazny at the PaTTAN AIM Center; 1-800-360-7282 ext. 3317 or cathyn@pattan.net

Braille PSSA Item Samplers

- ❖ Additional PSSA Item Samplers can be downloaded from the PDE website (www.education.state.pa.us) under the Bureau of Assessment and Accountability
- ❖ These Item Samplers are in a braille-ready file (.brf) format which can be embossed locally
- ❖ Tactile graphics are available in pdf format which can be reproduced with appropriate equipment

Tactile and Visual Presentation Accommodations

- ❖ Braille/Enlarged Print
- ❖ IEP teams need to utilize appropriate learning media assessments to determine optimal print size for sustained reading tasks

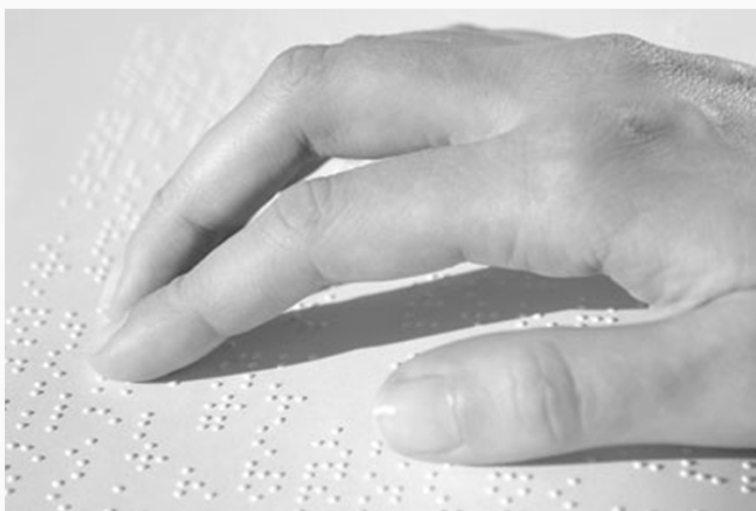


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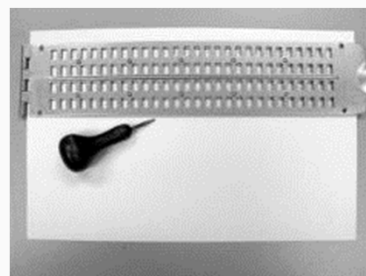


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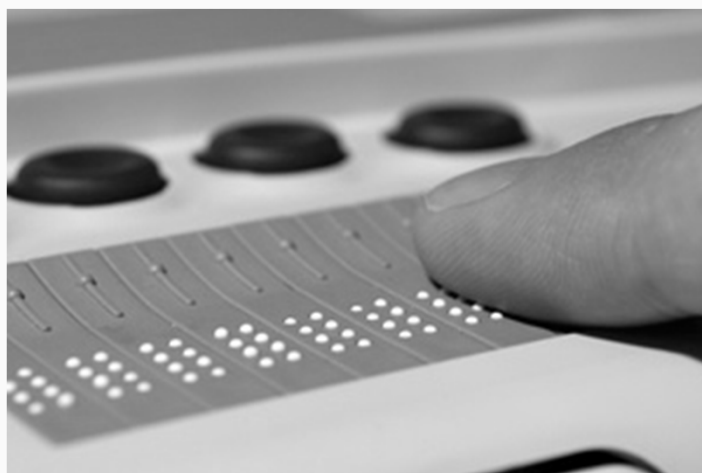


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Visual Presentation Accommodations

- ❖ Electronic magnification
- ❖ Screen Magnification Software
 - Some students use enlarged computer monitors and/or screen enlargement programs or computer operating system accessibility options. Must follow all guidelines for electronic readers.



Human Reader

For students who are unable to decode text visually, the following sections of the PSSA

May be read aloud:

- ❖ Directions for all PSSA tests
- ❖ Math test items/questions/answer choices
- ❖ Writing prompts
- ❖ Science test items/questions/answer choices

May NOT be read aloud:

- ❖ Reading passages
- ❖ Reading questions & answer choices
- ❖ Writing passages
- ❖ Writing questions & answer choices

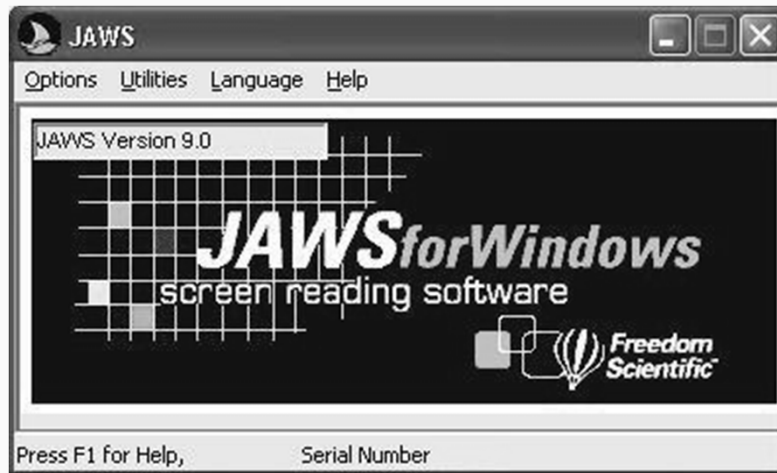
Electronic Readers (Screen Reader and/or Text Reader for PSSA)

Must meet all 4 criteria:

1. Used routinely in Math and Science both before and after PSSA and PSSA-M
2. Severely limited or prevented from participating without it (not simply performing below grade-level expectations)
3. Documented in IEP or 504
4. PDE has granted approval prior to test window

Multi-Sensory Presentation Accommodations

- ❖ Electronic readers: Intended for those students with a severe disability that precludes them from accessing the test...
 - Scan and Read Programs
 - Screen readers



Response Accommodations

- ❖ Braille writing devices
- ❖ Computers
- ❖ Note-taking devices
- ❖ Adapted PDAs
- ❖ Enlarged print

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Electronic Braille Writer, Note-Taking Devices, and Adapted PDAs

Allowable for PSSA tests with following conditions:

- ❖ Braille or standard input may be printed out in text form
- ❖ Student responses must be transcribed into the regular scannable test booklet
- ❖ Not allowable: Use of spell/grammar checker, auto correct, word prediction functions, internet functions, stored files or other supports

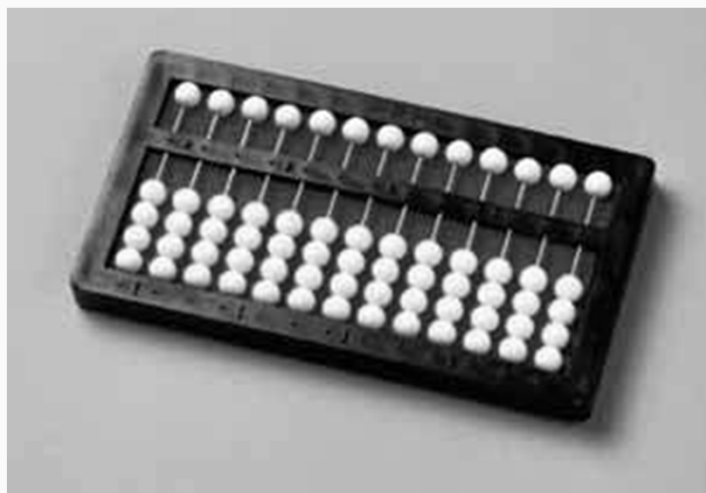


If the note-taking device is connected to a computer, guidelines for use of an electronic reader apply



Materials or Devices Used to Solve Problems or Organize Responses

- ❖ A Cranmer abacus may be used when math problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairment
 - ❖ Use of a number line (enlarged print or braille)
 - ❖ Use of enlarged print and/or tactile rulers
 - ❖ Measurement graphics on enlarged print test have *not* been enlarged—magnification recommended
- ➔ – Tactile rulers do not measure less than 1/16"



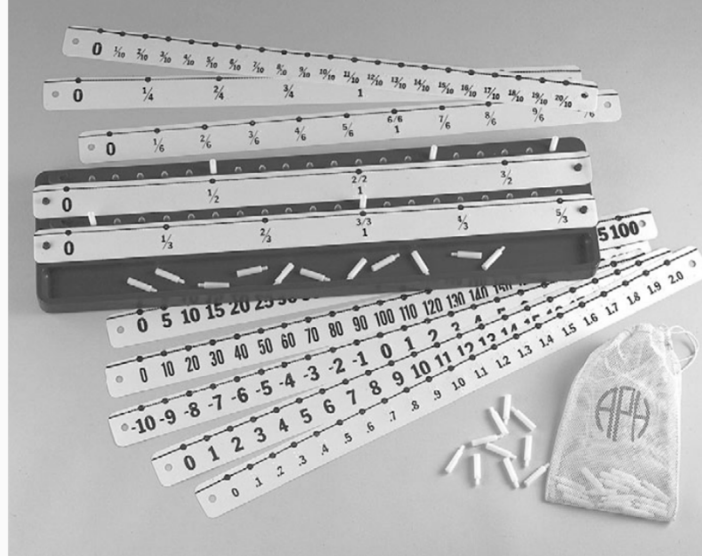
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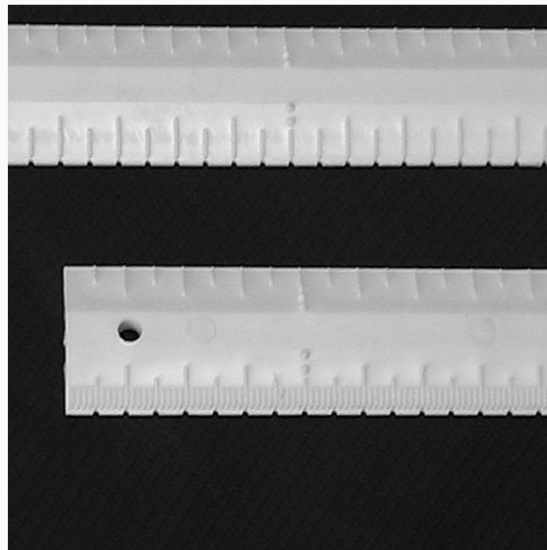
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Materials or Devices Used to Solve Problems or Organize Responses

❖ *Math Window®*

- ❖ *Portable math teaching tool utilizing magnetic tiles on a conveniently-sized work surface.*
- ❖ *Available in print, large print and braille/print combination.*
- ❖ *Functions as a substitute for paper and pencil when solving math problems for students with visual impairments.*

Materials or Devices Used to Solve Problems or Organize Responses

❖ *Math Window®*

- ❖ *As with any accommodation, use of the Math Window® on the PSSA requires that it is currently being used by the student and is documented in the IEP.*
- ❖ *For students who are not visually impaired and are currently using Math Window® for instruction as documented in their IEP, PDE approval must be granted prior to test window if the student is going to use it for the PSSA .*

Large Print Math Window[®]



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Setting Accommodations

- ❖ A student with low vision may bring appropriate task lighting to the test situation.



Timing and Scheduling Accommodations

❖ Extended Time

- Should be determined by IEP team based on learning media assessment results
- Remember to “raise the bar.”

Assessment Accommodations

- ❖ It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate (or allowable) for use on a standardized assessment (i.e. the PSSA & PSSA-M).



Section Break

Questions???
Please type your question in the chat box.



Accommodations for Students with Other Disabilities

Multisensory/Multimodal Presentation Accommodations

- ❖ What are they?
 - Allow students to access print in alternate ways
- ❖ Who can benefit?
 - Students with learning disability, physical, sensory, and/or cognitive disability

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TABLE 5 *continued*

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL;
DIFFICULTY TYPING ON STANDARD KEYBOARD

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Speak into audio recorder • Use thick pencil or pencil grip • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing or by using an assistive communication device (per <i>Guidelines</i>) • Type on or speak to word processor (per <i>Guidelines</i>) • Speak into audio recorder (per <i>Guidelines</i>) • Use thick pencil or pencil grip

STUDENT CHARACTERISTIC: COMMUNICATION DISORDER

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Electronic reader 	<ul style="list-style-type: none"> • Electronic reader (per <i>Guidelines</i>) with PDE approval prior to PSSA and PSSA-M
Response	<ul style="list-style-type: none"> • Augmentative communication device 	<ul style="list-style-type: none"> • Augmentative communication device (per <i>Guidelines</i>)

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Profiles of Students and Accommodations

- ❖ Student with *cerebral palsy*, completes all written work using speech to text
- ❖ Student has a *learning disability* and is provided materials/assignments on a laptop and uses text to speech software
- ❖ Student with a *traumatic brain injury* requires directions and print materials to be repeated and uses computer with text to speech

Human Reader

May be read aloud:

- ❖ Directions for all PSSA tests
- ❖ Math test items/questions/answer choices
- ❖ Writing prompts
- ❖ Science test items/questions/answer choices

May NOT be read aloud:

- ❖ Reading passages
- ❖ Reading questions & answer choices
- ❖ Writing passages
- ❖ Writing questions & answer choices

103

Audio CD Recordings (Prior approval by PDE)

- ❖ Prerecorded audio CD version available for mathematics and science tests (PSSA only).
- ❖ Individual recording of the test(s) is NOT ALLOWABLE.
- ❖ Audio version must be supplemented with text (print or braille test booklet).



Electronic Readers for PSSA (*Prior approval by PDE*)

Use of Screen Reader and/or Text Reader
intended for students with a severe disability,
e.g.,

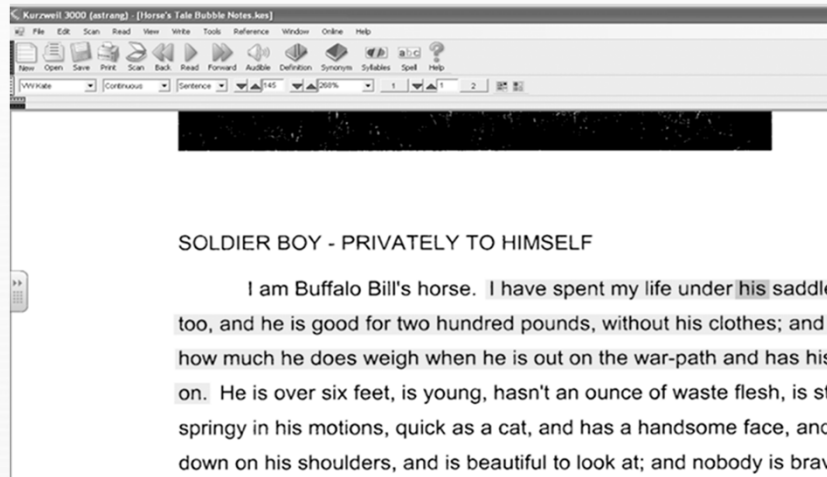
- ❖ Limited motor ability
- ❖ Significant vision disability
- ❖ Inability to access text in any other way

105

Text Reader for PSSA (*Prior approval by PDE*)

- ❖ An “electronic text reader application”:
 - Application that provides access to digital version of the test.
 - Scanning not allowed; digital version provided by PDE when approved
- ❖ Grammar, spell-check, dictionary/thesaurus, word prediction features of application must be disabled.

Grammar, spell-check, dictionary/thesaurus, word prediction features of application must be disabled.



Response Accommodations

- ❖ What are they?
 - Responses using assistive device or organizer
- ❖ Who can benefit?
 - Students with physical, sensory, learning disabilities (difficulties with memory, sequencing, directionality, alignment, organization)

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Scribe



- ❖ Writes what student dictates using an AAC device, pointing, sign language, or speech
- ❖ May not edit or alter in any way
- ❖ Must allow the student to review and edit what has been written
- ❖ Records student responses directly into PSSA or PSSA-M test booklet

109

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Scribe

- ❖ Multiple-choice and open-ended responses may be scribed for:
 - Mathematics, Reading, Science PSSA & PSSA-M
- ❖ Writing PSSA test:
 - Multiple-choice responses may be scribed
 - Student may scribe own recorded response
 - Responses to writing essay prompts may NOT be scribed

110

Transcribing

- ❖ Writing directly in test booklet (rather than on scannable answer sheet) is allowed; these responses must also be transcribed as above.

Transcribing from AAC Device

- ❖ Student responses must be transcribed into regular test booklet
- ❖ Use of auto correct, spell/grammar checker, word prediction functions, internet functions, stored files, and other supports need to be disabled.

Other Allowable Accommodations Requiring Transcribing

❖ Word Processors

- No auto correct, spell/grammar checker, word prediction with topic specific dictionary functions, internet functions, stored files, and other supports.



113

Other Allowable Accommodations Requiring Transcribing

❖ Audio Recorder

- Use is not allowed on the writing PSSA (only if student transcribes own essay).

❖ Speech to Text (Prior Approval from PDE)

- Student voice is used as an input device; no spell/grammar checker, word prediction with topic specific dictionary functions, internet functions, stored files, and other supports.

114

Manipulatives

Allowable

- ❖ PSSA ruler or tactile ruler
- ❖ Calculator or number line
- ❖ Calculators with large keys or voice output
- ❖ Graphic organizers created by student at the time of the test
- ❖ Whisper phone

Not allowable

- ❖ Manipulatives other than those described in the accommodations guidelines
- ❖ Calculator may not be used on non-calculator sections
- ❖ Preprinted graphic organizers

115



Visual Organizers

- ❖ Students may use graph paper, large-squared paper, scratch paper, **highlighters**, underlining, **colored** stickers, **colored** overlay, reading windows, and reading guides throughout the assessment.

Visual Cues

- ❖ Test administrators may use highlighters and colored stickers in test directions ONLY.
- ❖ Picture icons, posters, reminders, steps, or other materials that might cue students to an answer choice or lead students to a particular strategy may not be used

Setting Accommodations

- ❖ What are they?
 - Allow access for all students
- ❖ Who can benefit?
 - Students who need: reduced distractions for self and/or others, specialized equipment

Setting Accommodations

- ❖ Reduce distractions to the student
- ❖ Reduce distractions to others
 - Due to use of a reader or scribe
 - Due to need to read or think out loud
 - Due to text to speech or speech to text

119

Setting Accommodations

- ❖ Changes location to increase physical access
- ❖ Access to allowable tools
- ❖ Space for materials
- ❖ Specialized seating
- ❖ Accessible aisles, doorways
- ❖ Noise buffers



Timing and Scheduling Accommodations

❖ What are they?

- Adjustments in how time on task is arranged for student
- Extended time
- Multiple test sessions or frequent breaks
- Change of schedule

❖ Who can benefit?

- Students who need more time, have varying concentration and/or energy levels



Assessment Accommodations

- ❖ It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA and PSSA-M tests).



Question #5**Act 48/Instructional Hours**

Which criteria does not apply to the use of electronic readers for the PSSA test?

- a. Used routinely in this subject both before and after PSSA
- b. Student severely limited or prevented from participating without it (not simply performing below grade-level expectations)
- c. Documented in IEP or 504 and PDE has granted approval prior to test window
- d. Speaking aloud functions may be enabled for reading and writing tests

Answer #5**Act 48/Instructional Hours**

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Section Break

Questions???

*Please type your
question in the
chat box.*



Accommodations for English Language Learners

❖ **Linguistically responsive**

ELLs and State Academic Achievement Tests

- ❖ PSSA or PASA Mathematics, grades 3-8 and 11; or PSSA-M mathematics, grades 4-8 and 11
- ❖ PSSA or PASA Science, grades 4, 8, and 11
- ❖ PSSA, PSSA-M or PASA Reading, grades 3-8 and 11 *optional during 1st year in a U.S. school*
- ❖ PSSA Writing grades 5, 8, and 11, *optional during 1st year in a U.S. school*, (for PASA, Writing is assessed locally)
- ❖ ELL and enrolled in a U.S. school **after** April 15, 2011 (previous enrollment in Puerto Rico is not considered as enrollment in U.S. schools).

127

ELLs and the State English Language Proficiency Test

- ❖ The ACCESS for ELLs (the English Language Proficiency assessment (Title III), is **mandatory** for all ELLs. It is administered annually for all ELLs, grades K-12.
- ❖ The WIDA consortium develops and maintains the test. PA is a member of the consortium.
- ❖ An Alternate ACCESS for ELLs, intended for students who are in the population served by the PASA, will be operational for 2012-2013

WIDA information can be found at <http://www.wida.us/>.

PA-specific information is available at

<http://www.wida.us/states/Pennsylvania.aspx>.

What accommodations are available for ELLs?

- ❖ Three separate *voluntary* accommodations are allowed specifically for ELLs in their first three years in ESL services:
 1. - Word-to word translation dictionaries, without definitions **and without pictures** (for Mathematics and Science PSSA, PSSA-M; not for any part of the Reading PSSA, PSSA-M, Writing PSSA)
 2. - Qualified interpreters/sight translators (for Mathematics and Science PSSA, PSSA-M; not for any part of the Reading PSSA, PSSA-M, Writing PSSA)
 3. - Spanish/English (for Mathematics and Science PSSA, PSSA-M)
- ❖ Other accommodations that are specified in an ELL's IEP continue to be allowable (given the guidance in this presentation and in the *Accommodations Guidelines for Students with IEPs and 504 Plans*).

129

Qualified Interpreters/Sight Translators

- ❖ An interpreter may be used to present the instructions to an ELL in any language other than English for each PSSA, PSSA-M assessment during the first three years that a student is categorized as an ELL.
- ❖ For the same group of ELLs, an interpreter may be used to present the content of the test (test questions, answer choices, labels, descriptions of scenarios, and other test material) for the Mathematics and Science PSSA & PSSA-M, and the PSSA Writing essay prompts).

130

Spanish-English Side-by-Side Versions

PSSA	Mathematics	Available
PSSA-M	Mathematics	Available
PSSA	Science	Available
PSSA-M	Science	Available
PSSA	Reading	n/a
PSSA-M	Reading	n/a

131

Q: If a student has already exited an ESL Program, are ELL-specific accommodations still available?

A: Once a student has exited an ESL or bilingual program, the student is no longer classified as an English Language Learner and **ELL-specific accommodations are no longer available.**

132

ELL-Specific Accommodations for PASA

- ❖ The Test Administrator Guide for the PASA includes the use of ASL and foreign language interpreters. Please contact the PASA project for more information on foreign language interpretation for PASA.

133

Accommodations on the ACCESS for ELLs with IEPs

- ❖ Permits a range of accommodations for ELL students who have IEPs
- ❖ It is important not to offer an accommodation that would invalidate the skill being tested: Listening, Speaking, Reading, and Writing.
- ❖ ACCESS for ELLs Test Administrator Manual provides information on accommodations
<http://www.wida.us/assessment/ACCESS/disabilities.aspx>

134

Unique Accommodations

Inquiries regarding a unique accommodation may be addressed to:

Lynda Lupp, PDE:
lylupp@pa.gov

or

Diane Simaska, PDE:
dsimaska@pa.gov

Assessment Accommodations

- ❖ It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA and PSSA-M tests).



In Conclusion.....

- ❖ The goal of school is learning. Students with disabilities have the opportunity to truly show what they have learned when appropriate accommodations are paired with effective instruction and assessment.

137

Therefore.....

- ❖choose accommodations for each student thoughtfully and use them consistently while monitoring student progress to insure success for every student!

138

Product disclaimer

- ❖ All product names mentioned in this presentation are for demonstration purposes only. The PDE does not endorse any particular product or name brand.

References

- ❖ http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448
- ❖ <http://www.pasaassessment.org/AdminSecure.jsp>

References

- ❖ The *Online Accommodations Bibliography* at the National Center on Educational Outcomes (NCEO) is a source of information on the range of possible accommodations as well as the effects of various testing accommodations for students with disabilities:

<http://www.cehd.umn.edu/NCEO/TopicAreas/Accommodations/Accomtopic.htm>

- ❖ Parent guide and information on Alternate Assessments:

<http://www.ed.gov/parents/needs/speced/learning/index.html>

141

CONTACT INFORMATION

Pennsylvania Department of Education

Bureau of Assessment and Accountability 717-705-2343

Bureau of Special Education 717-783-2311

Lynda Lupp, PDE: lylupp@state.pa.us

Diane Simaska, PDE: dsimaska@state.pa.us

Data Recognition Corporation

PA PSSA Customer Service 1-800-451-7849

PA Keystone Customer Service 1-888-551-6935

142

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DEPARTMENT OF EDUCATION

Office of Elementary/Secondary Education
Carolyn Dumareshq, Deputy Secretary

- ❖ Bureau of Assessment & Accountability
John Weiss, Director
- ❖ Division of Assessment
Ray Young, Division Chief
- ❖ Bureau of Special Education,
John Tommasini, Director
- ❖ Central Division of Compliance
Monitoring & Planning
Richard Moss, Division Chief

143

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144

144

Act 48 and Instructional Hours Verification

The 5 letters that correspond to the correct answers to the questions are needed as the following VERIFICATION CODE.

ANSWERS:

EMAIL the VERIFICATION CODE to pssa@pattanpgh.net by close of business on Friday January 27, 2012.

- ❖ Include your name, employer and PPID (if applicable) in the email
- ❖ In the subject of the email indicate Act 48 or Instructional Hours
- ❖ You will receive an email confirmation notifying you that your email was received
- ❖ Allow 30 days for the processing of act 48 and instructional hours

Session Evaluation

- ❖ Complete the Training Evaluation and Assessment of Learning Outcomes

- ❖ The link to the electronic evaluation is:

<http://www.zoomerang.com/Survey/WEB22EEZYT5FTV/>

- ❖ We appreciate your honest feedback